

**Texas Education Agency  
Standard Application System (SAS)**

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> Write NOGA ID here Date stamp here <b>RECEIVED</b> <b>TEXAS EDUCATION AGENCY</b> <b>APR 27 PM 1:55</b>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Atlanta ISD		034901		
Vendor ID #	ESC Region #	DUNS #		
1-75-6000131	8	055570733		
Mailing address		City	State	ZIP Code
106 West Main Street		Atlanta	TX	75551
Primary Contact				
First name	M.I.	Last name	Title	
Donna		Rice	Principal, Atlanta Primary	
Telephone #	Email address		FAX #	
903-796-8115	drice@atlisd.net		903-799-1004	
Secondary Contact				
First name	M.I.	Last name	Title	
Marilyn		Cobb	Assistant Superintendent	
Telephone #	Email address		FAX #	
903-796-4194	mcobb@atlisd.net		903-799-1004	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Sidney	M.I.	Last name Harrist	Title Superintendent
Telephone # 903-796-4194		Email address sharrist@atlisd.net	FAX # 903-799-1004

Signature (blue ink preferred)

*Sidney Harrist*

Date signed **4-25-18**

Only the legally responsible party may sign this application.

**701-18-111-029**

**Schedule #1—General Information**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

RFA #701-18-111; SAS #287-19

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
X	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 034901		Amendment # (for amendments only):
<b>Part 3: Program-Specific Provisions and Assurances</b>		
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.	
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.	
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.	
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.	
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>	
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.	
24.	Applicant will comply with any program requirements written elsewhere in this document.	

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RFA #701-18-111; SAS #287-19

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

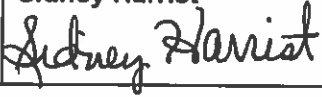

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District # 034901	Name	903-796-4194	\$1,058,264
	County-District Name Atlanta ISD	Sidney Harrist 	sharrist@atlisd.net	
<b>Member Districts</b>				
2.	County-District # 172902	Name	903-645-2239	\$308,634
	County-District Name Daingerfield-Lone Star ISD	Sandra Quarles 	squarles@dlsisd.org	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$1,366,898</b>

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Overview of the Communities:** Atlanta ISD (AISD) and Daingerfield-Lone Star ISD (DLSISD) are located in extreme Northeast Texas and include the rural, small towns of Atlanta, Daingerfield, Lone Star and several surrounding smaller communities. With a population of over 9,600 residents, 23.5% are living in poverty compared to the statewide average of 15.6%. These two districts serve 2,719 students at two high schools, two middle schools, and four elementary schools. The socioeconomic needs are so pervasive and prevalent in our communities that most children go home to empty homes after school, many with no dinner. There are no district-sponsored or community-based afterschool programs in operation, and families struggle with finding affordable afterschool learning experiences that are meaningful, effective, and safe. **Statement of Need:** All six of the campuses included in this partnership application are **Title I schoolwide** campuses with demonstrated high socioeconomic need. **The average economically disadvantaged rate for potential program participants in these districts is 72.4%.** Two campuses included in this proposal, Daingerfield Junior High and South Elementary, are on the **2017-18 Focus Schools List**. **Daingerfield Junior High's at-risk population is 55.7%,** according to the 2016-17 TAPR, and all campuses in the application have **high numbers of at-risk students**. Students will be identified to participate in the program based on their individual academic need, initially focusing on students who are on Response to Intervention (RtI) Tiers II and III, and later expanding to other at-risk criteria such as high occurrences of disciplinary actions, high frequency of absences, teacher referrals, or poor academic performance on report cards, benchmarks, and/or STAAR testing. To determine the schools included in the application, a multi-faceted approach was implemented. First, campus leadership completed open-ended surveys that included both qualitative and quantitative data. Principals were asked to provide an explanation of how the structure and goals of the ACE program may help them meet the needs outlined in their Campus Improvement Plans. Eight campuses were narrowed down to the six that most matched the goals of ACE. Additionally, both districts were previous participants in the ACE program, and student data from grade-level cohort STAAR results were compared before and after ACE. **Students participating in ACE averaged 9% higher Math scores and 10% higher reading scores on STAAR during the last year of the ACE program as compared to next year without the program.** In addition, we recorded **10% more incidents of disciplinary actions after our ACE programs were over.** Requests for specific activities from campuses and the community include literacy support, homework completion assistance, character education, creative arts, physical recreation, family literacy, parent support groups, career days, and college/workforce readiness support. In addition to the needs of students, the needs of families are of significant importance. Many parents of our students who will participate in ACE have minimal educational backgrounds and often lack the knowledge and skills needed to assist their students with homework and/or provide successful parenting. The results of the surveys, STAAR testing, and discipline results were presented to meetings at each campus of leadership and faculty, as well as in community meetings of district leadership, faculty, parents, and community members. These meetings, surveys and studies identified the following needs: stakeholders unanimously agreed that 4 campuses in AISD and 2 campuses in DLSISD should participate in ACE, agreed that afterschool programs will benefit these students, that enrichment programs and safety are highly valued in out-of-school time learning, and that they would like to see the schools become centers for community activities that promote 21st CCLC learning goals. **Program Description:** This partnership will implement the ACE model of evidence-based, high-quality programming that will feature a combination of academic assistance and enrichment activities, along with college and workforce readiness and family support, and provide free, nutritious meals to all participating students through the USDA Afterschool Supper Program. Targeted students are those who attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students. Aligned with the school day, ACE program activities will mirror the scope and sequence of the TEKS, provide enrichment opportunities, project-based experiences, and hands-on learning through curriculum that engages students in multi-sensory learning experiences. With an emphasis on college and workforce readiness, as well as family support and learning, and an eye on the needs of working families, this ACE program will provide multiple opportunities for student success in the ever-evolving global society of the 21st century. Nationwide research studies report **significantly improved outcomes** for high-quality programs that support the intended outcomes of ACE. **(Afterschool Alliance, Taking a Deeper Dive into Afterschool, 2014).** By following the Texas ACE Blueprint and evidence-based research, this partnership will provide a challenging variety of SAFE program practices (Sequenced, Active, Focused, and Explicit) that will support positive outcomes to benefit our students, families, and communities.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 034901	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,103,296		\$1,103,296
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 3,000	\$ 18,000	\$ 21,000
Schedule #9	Supplies and Materials (6300)	6300	\$ 137,900		\$ 137,900
Schedule #10	Other Operating Costs (6400)	6400	\$ 59,753	\$	\$ 59,753
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,303,949	\$ 18,000	\$1,321,949
Percentage 7.301% <u>indirect costs</u> limited to 3.4472% (see note):			N/A	\$ 44,949	\$ 44,949
Grand total of budgeted costs (add all entries in each column):			\$1,303,949	\$ 62,949	<b>\$1,366,898</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$308,634		\$308,634
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$1,366,898
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$68,345

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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2018–2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 034901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$75,000
5 Site coordinator (required)	6		\$338,040
6 Family engagement specialist (required)	1		\$56,340
7 Secretary/administrative assistant	1		\$25,000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper (5% charged to grant)		1	\$5,000
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
<b>Other Employee Positions</b>			
19 Title			\$
22	Subtotal employee costs:		\$499,380
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$309,460
25 6121	Support staff extra-duty pay		\$185,120
26 6140	Employee benefits		\$109,336
27	Subtotal substitute, extra-duty, benefits costs		\$ 603,916
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,103,296

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

RFA #701-18-111; SAS #287-19

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 034901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	External Evaluator	\$18,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$18,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$3,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$21,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$137,900
<b>Grand total:</b>		<b>\$137,900</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$11,080
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$11,080
Remaining 6400—Other operating costs that do not require specific approval:		\$48,673
Grand total:		\$59,753

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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2018–2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1

**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>NONE</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #14—Management Plan

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	The Project Director will hold an M.Ed. in Educational Administration with extensive educational leadership experience and excellent organizational and project management skills. Our PD will demonstrate strong leadership ability with experience in supervision.
2	Site Coordinator(s)	Each Site Coordinator will be a certified teacher and hold a Bachelor's degree in education with strong management and organizational skills. They will have experience with high risk children and families, and knowledge of community resources. They will be experienced in staff supervision, student data analysis, and have excellent organizational skills.
3	Family Engagement Specialist	Our FES will hold a Bachelor's degree in education or a related field and will have experience working in an educational, social service or family support service setting. They will encourage and provide ongoing educational programs to immediate family members and parent/guardians of students enrolled in the ACE program.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1	<b>Academics:</b> Improve student grades by at least one point in a core subject area	1. Identify students in need of academic assistance	08/15/2018	05/23/2019
		2. Recruit qualified instructors	08/15/2018	05/23/2019
		3. Students attend academic classes daily	09/04/2018	07/12/2019
		4. Students take pre and post-assessments	10/15/2018	07/12/2019
		5. Data is gathered and disaggregated by SC/PD	10/16/2018	07/12/2019
2	<b>Attendance:</b> Improve student school day attendance by at least 2%	1. Identify students who struggle with attendance	08/15/2018	05/23/2019
		2. Enroll students in high-interest afterschool classes	09/04/2018	05/23/2019
		3. Students attend classes daily	09/04/2018	07/12/2019
		4. Student school day attendance gathered by PEIMS	09/04/2018	07/12/2019
		5. Attendance data is analyzed by SC/PD	09/10/2018	07/12/2019
3	<b>Behavior:</b> Number of referrals will decrease by at least 5%	1. Identify students in need of behavior improvement	08/15/2018	05/23/2019
		2. Train instructors in behavior management	08/27/2018	12/20/2018
		3. Enroll students in high-interest afterschool classes	09/04/2018	05/23/2019
		4. Students attend character ed classes daily	09/04/2018	07/12/2019
		5. Data is gathered and analyzed by SC/PD	10/16/2018	07/12/2019
4	<b>Promotion:</b> 98% of student participants will promote to the next grade level	1. Identify and enroll students in RTI Tiers II and III	08/15/2018	07/12/2019
		2. Enroll students in high-interest afterschool classes	09/04/2018	05/23/2019
		3. Students attend classes daily	09/04/2018	07/12/2019
		4. SC monitors student progress in school day classes	09/10/2018	07/12/2019
		5. Data is gathered and analyzed by SC/PD	09/10/2018	07/12/2019
5	<b>Graduation:</b> 50% of high school participants will be exposed to College/Workforce activities	1. Recruit instructors to lead college/workforce classes	08/15/2018	05/23/2019
		2. Provide appropriate curriculum for college/workforce	08/27/2018	05/23/2019
		3. Enroll students in high-interest college/workforce cl.	09/04/2018	01/08/2019
		4. Students attend college/workforce classes	09/04/2018	05/23/2019
		5. Data is gathered and analyzed by SC/PD	09/10/2018	05/23/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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2018–2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A comprehensive needs assessment was conducted in order to determine the most appropriate centers to include in the grant, identify meaningful activity types, and to locate community resources that can be used to address needs and gaps in services. Via a needs and asset mapping process, we identified the purpose and target population during our community meetings by creating a general

community demographic profile, including valued resources. This process avoided duplication of other projects with similar activities, determined the most pressing needs, prioritized those needs, leveraged and maximized the resources within our schools and communities, determined the impact of the grant, and set measurable goals. Campuses were asked to provide supporting evidence of the need for the 21st CCLC program, and submitted STAAR and Rtl data that supported this need.

Information gathered from this data and the needs assessment resulted in the selection of the six campuses included in the proposal. Results of this process allowed us to identify the needs and available assets, as shown in the chart to the right. Mapping these identified needs to community assets revealed **gaps in available services:**



- Not enough time in regular school day for Rtl interventions to be successful
- Parenting skills training is very limited and family literacy training is not available
- Students are not workforce ready after graduation
- Needs of working families are not being met by the regular school day
- Volunteer programs in our communities are sporadic and inconsistent

The product of this mapping activity revealed **significant programming strategies** that will meet the needs of our ACE participants and maximize the use of local resources, such as:

- Improve student achievement through ACE tutorials, homework help, and curriculum guided by the TEKS
- Collaborate with local Community Services of Northeast Texas to expand existing family services
- Partner with Texarkana College Workforce Program to provide workforce classes
- Meet the needs of working families by providing literacy/parenting skills training during convenient times
- Use of student data to guide continuous improvement
- Improve student behaviors through ACE program character development with a structured volunteer program

The number of students at our schools currently in Rtl Tiers II and III is alarming. Per campus in the application the percentages are: **Center 1 AHS 29%, Center 2 AMS 18%, Center 3 AES 29%, Center 4 APS 22%, Center 5 DJH 38%, and Center 6 SE 24%.** This represents one of the more critical needs of our students. The concept of Rtl is that students who struggle do not necessarily need supports that are drastically different from their same age peers who do not struggle. Rather, they **need more time to learn content in smaller groups**, and there is not always enough time in the regular school day to give all students the support they need to improve. **Afterschool programs are critical to providing additional supports for schools and should be embedded in Rtl implementation**, according to researchers. (Williams, Diagnosing Reading Disabilities, 2017). Working with the counselors, diagnosticians, school day teachers and content area specialists, Site Coordinators and ACE instructors will target and recruit Tier II and III students and appropriately place them in focused, culturally relevant academic interventions in the ACE program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ **This applicant is part of a planned partnership.**

☐ This applicant is unable to partner.

Atlanta ISD (AISD) and Daingerfield Lone-Star ISD (DLSISD) will formally partner as an SSA to create this outstanding ACE program on six campuses, increasing the scope and quality of services that could be provided by either district alone and increasing the likelihood of sustainability. Although the two districts are of similar size and staffing, AISD was selected as fiscal agent due to greater capacity to manage fiscal matters and extensive experience with two previous successful cycles of 21st CCLC (4 and 7). AISD's Assistant Superintendent for Finance, Marilyn Cobb, is a CPA with 20 years of federal grant management, budgeting, auditing, and accounting experience, has recently been trained in EDGAR procurement compliance. In addition, Donna Kyzer-Rice, who has served as a campus principal will return as Project Director for the partnership, bringing nine years of award-winning experience to the program. DLSISD participated in Cycle 6 ACE as an SSA member with Northeast Texas Community College, a brings a plethora of afterschool experience to the partnership, along with seasoned educational leadership. After grant award, a written shared services agreement will be adopted by both school boards. This partnership will help us to achieve our objectives in multiple ways:

- ☐ We share a common vision for learning and developmental outcomes for students. Along with our school leaders, we will embrace this shared vision for student success that considers students' physical, emotional, and social well-being in addition to academic outcomes, and recognize the similarities of our two rural, economically-depressed communities and the challenges our students and families face.
- ☐ Strong and sustainable partnerships need relationships that are built at multiple levels (for example, at the district, school, and classroom levels) and among multiple school staff, including district and nonteaching staff. Working with partners at different levels helps the afterschool and summer programs become integral to the daily life and culture of the school at all levels, from the principal to the custodian. Strong relationships with teachers can help sustain the partnership in the event of a change in principals.
- ☐ Intentionally blended staffing with role clarity to promote understanding of how the work is relevant to all. For afterschool and summer programs, this means hiring staff who have legitimacy in the school building and who are skilled at building relationships with staff. We will accomplish this by hiring certified teachers, people who "speak the same language" as school-day teachers. Two districts make for a larger pool of instructors, benefitting the ACE program. Blended staffing may also mean a liaison who serves an important bridging function between the school and the afterschool or summer program.
- ☐ Clear data-sharing processes and agreements. One feature of this strong collaboration is our ability to access information and data from each other, including, student-level academic data (e.g., test scores and grades, as allowed by FERPA). ACE will use these data both to track and strengthen student performance and to demonstrate the impact of these services.

In addition, we will partner with a nearby community college. The Texarkana College Workforce Program will provide workforce development skills to high school students such as welding, cosmetology, nursing, and culinary arts. Listening to the needs of community industries, we will provide tuition, books, supplies and transportation for participating students to receive credits toward certificate programs that will add value to the community and to the workforce preparedness of our students. Another partner will be Community Services of Northeast Texas (CSNT). This nonprofit organization operates Head Start programs across the area and will partner with us to provide activities and training that help families support their students to be successful at school, as well as information about household assistance programs in this area through their tenant-based rental assistance program. CSNT will apply all available strategies enabling Northeast Texas families to lead improved, empowered, and self-reliant lives and will work with our Family Engagement Specialist to provide information sharing and parenting skills to our participating families. The shared vision between AISD, DLSISD, TC and CSNT will serve to avoid working against each other and instead pursue a common vision of student success. When schools and community organizations work together to support learning, everyone benefits.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 034901	Amendment # (for amendments only):
<b>Statutory Requirement 3:</b> Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>	
<p>Research has documented that students enrolled in afterschool, whether the program was strictly academic or academic with a recreational component, scored statistically and significantly higher in math and reading achievement than students not participating in afterschool (<b>Scott, The Impact of Afterschool Learning Centers, 2009</b>). Other research shows improved outcomes for attendance, discipline, advancement, graduation, and college/workforce readiness (<b>Taking a Deeper Dive into Afterschool, Afterschool Alliance, 2014</b>). Similar results have been found in both Atlanta ISD and statewide studies. Student grade-level cohort studies showed that students in Atlanta's Cycle 7 ACE program averaged <b>9% higher math scores and 10% higher reading scores</b> when participating in ACE. In addition, we recorded <b>10% more incidents of disciplinary referrals after our programs were over</b>. According to the most recent statewide program evaluation, ACE participants had higher scores in reading/ELA and math, fewer disciplinary incidents, fewer school day absences, and increased likelihood of grade promotion. <b>The statewide evaluation also revealed that program quality matters.</b> Centers implementing higher-quality practices were correlated with greater reductions in disciplinary referrals and higher rates of grade promotion than programs less apt to implement these practices. In addition, connections with other organizations and agencies within the community greatly enhances afterschool centers programming options. <b>In order to assure that this ACE program will have the same or greater impact on positive student outcomes, we have planned for a high-quality program with TEKS-based and STEM-focused curriculum, continuous improvement practices, and community involvement that includes the Critical Success Factors and Milestones that are essential for successful programs.</b> The critical success factors that will indicate student success are: students' and families' active participation and engagement in learning, students' and families' increased sense of involvement in school, use of assessment data to revise/evaluate student services, and implementation of strategies learned through training. Milestones are key strategies that establish the foundation on which critical success factors are built. We will develop activities that ensure each of the milestones is met. These milestones correspond to each of the critical success factors by utilizing innovative instructional techniques for academic and enrichment activities; providing adult advocates, based on student need and in accordance with best practices; conducting ongoing/continuous student assessment to determine need and improve targeted services; and providing training opportunities for staff development. Our Project Director and Site Coordinators will offer <b>structured training efforts</b> for ACE staff to focus on such areas as intentional programming, needs assessment, and family engagement. The delivery of these training sessions will be designed to incorporate a blended learning approach, allowing our ACE staff the opportunity to learn in face-to-face, online, and self-paced environments. One example of intentional programming training that we will utilize is the use of SMART goals (specific, measurable, achievable, relevant, and time-bound) for increasing student performance. Our SCs will participate in training and will meet weekly to develop activities based on student voice and academic need. Our SCs will engage in discussions across sites and grade levels to develop activities that are aligned with the school day and that are both rigorous and engaging. <b>Engaging the community and our partners</b> will allow us to expand and provide services that otherwise would not be available in our program. Workforce training, parent and family skills, and community outreach will be essential in building and sustaining the program. We will also <b>focus on STEM activities</b>. A natural fit for the afterschool setting, STEM learning allows for youth-driven exploration that complements school day teaching and provides students with opportunities to immerse themselves in STEM. Research also shows that what happens outside of school can be equally as important as what happens in school to set students' direction and activate interest in STEM. Thus, science education improvement leaders recognize that afterschool programs play an important role in STEM learning, especially when it involves real science and engineering practices such as running science experiments, analyzing data, or designing engineering solutions (<b>America After 3PM, Full STEM Ahead, 2014</b>). We will implement STEM in our ACE program consistently with hands-on, interactive, educational materials that engage students in multi-sensory learning experiences. Our engaging, research-based STEM curriculum with such units as <i>"What on Earth?"</i> will allow our students to discover, document, inspect and examine their way around the world with project-based learning and hands on activities. These are just some examples of the ways we will deliver a high-quality program that will improve student outcomes and achieve the stated goals of the AISD/DLSISD ACE program.</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901 | Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Because of the experience that AISD brings to the 21st CCLC, both DLSISD and AISD will offer a variety of best practices in programming to bolster student engagement and improve participant outcomes - mixing academics, project-based learning, hands-on exercises, interest-based learning, character development and social skills-building. AISD has received many federal and state grants including 21st CCLC Cycles 4 and 7. With these grants, we created numerous **systems of program management and implementation** that have been used as **models of best practice**, both within the district and throughout the state. AISD was recognized as a PRIME award winner and the Project Director, Donna Kyzer-Rice (who will return as Project Director in Cycle 10) was recognized at the state level for her leadership. Rice has presented at state and national afterschool conferences and served on state committees for afterschool programming, and was a keynote speaker at the state conference. AISD's 21st CCLC staff members shared their management systems and best practices through presentations at the state level at ACE/OSTICON conferences, the Hands On/Minds On Conference, and in statewide webinars. In addition, AISD's ACE was chosen by the Manhattan Strategy Group for outstanding programming and best practices and was highlighted in the group's national research.

AISD and DLSISD will **strive to give students hands-on, project-based learning educational experiences, as research has proven the effectiveness of active learning (Hackathorn et al., 2011)**. Project-based learning that involves meaningful inquiry to engage students' minds will be emphasized and staff members will be continuously trained in this model. Academic enrichment programs in previous cycles have included a diverse range of topics including robotics (where students built and programmed robots), gardening (through a partnership with the Master Gardeners of Cass County and 4-H) and creative writing (where students published their own books).

College and workforce exposure and readiness is an important part of the program and students will visit local college campuses and explore the steps needed to pursue specific workforce fields (Texarkana College, Texas A&M-Texarkana, East Texas Baptist-Marshall and Northeast Texas Community College-Mt Pleasant). **In a 2015 survey conducted by the National Association of Colleges and Employers, employers listed the skills they valued the most in new hires. In the top 10 were qualities such as the ability to work on a team, problem-solving skills, written and verbal communication skills, and initiative. All of these are developed beautifully in project-based learning.**

Our ACE program will provide high quality, engaging, and challenging activities that will foster strong relationships with school day teachers and principals leading to great success at improving students' homework completion, homework effort and positive behavior. In addition to the interventions that our campuses currently provide, we will enhance the RtI processes of the regular school day with **social-emotional learning**, by providing opportunities for students to engage their musical talents while learning the following five social emotional competencies: (1) self-awareness, (2) social awareness, (3) self-management, (4) responsible decision making, and (5) relationship building. These competencies reflect standards and have been shown to increase social-emotional functioning, academic engagement in the classroom, and high school completion. **(Williams, After-School Programs and the RtI, 2017)**. To improve writing skills, we will employ a process of using music and lyrics to learn to construct grammatically correct sentences. This process also improves students' speaking skills. We will train ACE teachers on how to peak the writing interests of students by incorporating communalism, movement expressiveness, storytelling, and verve. This research-based method of delivery is specifically designed for afterschool programs in order to make afterschool tutoring programs, including reading and writing programs, culturally responsive, and all ACE staff will be fully trained in these methods.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE activities will be carefully designed and selected based upon the specific needs of each campus and the data shown in the needs assessment and improvement plan. The activities offered in ACE will provide unique learning opportunities that will be difficult to replicate on a campus. An academic/enrichment TEKS based program specially designed for afterschool programming will be in place and all instructors will receive training and professional development in the implementation of the program. ACE will use this supplemental curriculum resulting in a focused, well-rounded learning environment for the students. Program staff will work with campus and district content coaches and specialists to gather data and information about student performance, as well as information regarding the student's Individual Education Plan. Activity and lesson plans will be created using the Texas ACE templates that are provided in the Blueprint. Each of these plans will include specific TEKS that are addressed in the activity or class as a whole as well as the individual lesson. This alignment with the appropriate grade level TEKS will serve to ensure supportive, intentional design of meaningful lessons that support school day efforts. **In the AISD/DLSISD ACE program, Project Based Learning (PBL) will be heavily encouraged, as the hands-on, creative learning process to address a real-world issue. This has been proven to result in the long-term retention of concepts (Strobel and Van Barneveld, 2009).** Students are more engaged when they experience practical, interactive activities such as PBL. Other activities such as computer literacy, homework completion, experiential learning trips, STEM activities, problem solving skills, anti-bullying education, character building, creative arts, recreational activities, family literacy programs, parent support groups, parent-child relationship building and parent-student STAAR nights will be key components in the ACE program. To address the areas of **academic need**, AISD/DLSISD will collaborate with school day staff to regularly consult on addressing the needs of program students. Hiring for academic classes will be highly intentional, placing emphasis on certified teachers and subject-matter experts, particularly in the STEM fields. To address **enrichment needs**, we will collaborate and partner with the 4-H organizations, the City of Atlanta, CHRISTUS ST. Michael's Hospital and Community Services of Northeast Texas (CSNT) along with expertise of school staff to provide a perfect bridge between academics and enrichment. To address the **college/workforce needs**, AISD/DLSISD ACE will provide opportunities for career exploration in areas such as technology, culinary arts, automotive technology and business. Our ACE program will bring in accomplished alumni and area experts to serve as guest speakers, demonstrating their path to success that began with their K-12 education. Our districts are also located near multiple college/university campuses, each of which can be considered a potential resource to address **college/workforce readiness** needs and objectives. Goal-setting, time management training, college financial aid education and career days will be key pieces in the college/workforce component of our ACE program. **To address family support needs**, the ACE program will partner with Head Start operated by CSNT (Pre-K will be included in the program) to coordinate activities that will be beneficial to our program families. Each campus will offer family opportunities through resource fairs and connections with the FES. A major benefit of the structure of out-of-school-time programming is that the program, while aligned with the school day, is not necessarily tied to the scope and sequence set forth by the district. While the school day pace is strictly scheduled, the afterschool program has the flexibility to step in and address the shortcomings of school day instruction, reinforcing topics that students struggle with (yet are expected to have mastered), since the rest of the class has moved on to the next subject. The ACE program will provide the ideal opportunity to **stand in the gap** between traditional instruction and student progress, connecting the two to ensure the success of the student. School day programs will be accessible for **district and state content alignment purposes**, including highly personalized software programs such as Istation, Think Through Math, and Accelerated Reader, that will allow for pre-and post-testing to direct lesson and activity planning. To ensure fidelity, the Site Coordinator of each campus will establish regular meetings with appropriate campus personnel to evaluate student progress. The Campus Advisory Committee will assist the Site Coordinator in the planning and implementation of the classes that are chosen based upon the needs assessment, as well as regularly evaluating the progress of the program and the need for any changes. The Family Engagement Specialist will assist the Site Coordinator in planning and implementing the requested family and adult activities that were indicated on the campus needs assessment. The Site Coordinator, Family Engagement Specialist and Project Director will work together to retain current partners and create new partnerships with local businesses and organizations. A logic model that shows program resources, implementation, activities and outcomes will be completed.

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RFA #701-18-111; SAS #287-19

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Accessing the power of technology, we will disseminate information about our centers through email, an ACE website, texting services, and social media, and will be able to reach all community stakeholders with convenient and affordable communications. At the outset of the grant, all partners will pool contact lists to create a master database. This database will have the ability to reach a myriad of stakeholders to keep them informed and excited about the ACE program in our communities. Creation of a website for the ACE program will allow for information to be posted about upcoming events and newsworthy successes of the program. We will access the power of social media on Facebook, Instagram, and Twitter with frequent, positive posts, pictures, and short stories about what's happening in ACE. Newsletters can be mailed or sent home with students, and also transmitted by email, making this form of communication extremely affordable and convenient. Participating parents can be linked by a free texting service, offering instant communications.

After being targeted for the ACE program, qualifying students will be recruited by invitation. Letters will be sent home to parents detailing the program and its benefits. Other family outreach opportunities will include pre-academic year orientation; Meet the Teacher nights, family nights, activities such as potlucks and student performances, and afterschool nights throughout the academic year. Families will be contacted about these events by email, website, texts, social media, letters and/or flyers. To involve the community, we will invite them to visit and participate in the afterschool program. This gives families examples of positive homework environments, and provides an opportunity to discuss strategies parents can use at home to help with various subjects, and also provides is an opportunities to explain to parents that checking in with students, using homework logs, and asking students to keep track of questions they have provides structure and accountability. Volunteers in the community will be identified and coordinated for tutoring and mentoring opportunities. Combined events with program partners, Texarkana College and Community Services of Northeast Texas, along with other local businesses, will provide additional forums to spread the word about the ACE program in our schools.

In addition, it is important to communicate information about the afterschool program with the school-day staff. Reaching out to the school-day teachers at each ACE center will provide helpful insights about students and their academic and social situations. Texting services will provide quick, short information to all campus staff on a timely basis. We will use texting to communicate information about events such as upcoming field trips, needs of the afterschool program, accomplishments of the students, presentations by the students, upcoming meetings, etc. The texted memos will let school-day teachers know homework help is available and ask teachers about what types of materials and resources are typically needed. We will invite school-day teachers to participate in afterschool homework time periodically to help establish priorities and procedures, and to provide direct support to students who may need additional help completing complex assignments. Sharing of student data will occur between ACE staff and school-day teachers in order to provide the most timely help where students need it most. This will occur during teachers' conference periods and/or team meetings. Consistent use of data analytics, such as student progress on daily grades, tests, benchmarks, and STAAR testing allows teachers to improve practice, which, in turn, helps students achieve more. For ACE staff to use data effectively, they will first ask three key questions: What do students need to know? How will we know if students have learned it? What will we do if students haven't learned what they need to know? We will be using data to change the curriculum, to refocus and improve instruction, and to address individual student weaknesses and build upon individual strengths. With this curriculum and assessment model in place, the ACE program will have an abundance of data regarding the individual strengths and weaknesses of our students. We use this information to increase individual achievement by placing students in the most appropriate courses and to recommend individual summer programs and tutoring opportunities.

Site coordinators, the FES, and program staff will share program and student progress information with parents through personal contacts, letters, notes and phone calls as necessary regarding student progress, attendance, or behavioral issues; and scheduled meetings with site coordinators or program staff as necessary.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Rural poverty presents additional challenges for children and families. For many, transportation is either inaccessible or costly, discouraging children from participating in extracurricular activities. Poor rural households – the very families that need supplemental enrichment for their children – are three times more likely than non-poor rural households to be without a vehicle. When families do have vehicles, they are even more affected than urban residents by rises in gasoline prices because they must travel longer distances and rely on local vendors that charge more (**Afterschool Alliance, Afterschool Programs: Helping Kids Succeed in Rural America, 2007**). AISD and DLSISD are located in rural Northeast Texas and are geographically isolated from heavily populated areas. AISD serves the community of Atlanta - population 5,600 and several neighboring rural areas. DLSISD serves the community of Daingerfield and Lone Star - population 3,000 and neighboring rural communities. One of the special challenges that we face in delivering out-of-school time programs in both school districts is that we are spread over large geographic areas - AISD has 250 square miles and DLSISD has 131 square miles. Most families have long distances between their homes and the program sites. Parents often lack a car or enough money for gasoline to make the long trip to town to pick up their children. And walking home, even for students who live nearby, is out of the question, with no public transportation, no sidewalks, and no lighting in our rural areas. Winding, isolated roads with no shoulders are typical here in rural Northeast Texas. One parent at our ACE community meeting recently remarked, "Without safe, reliable transportation, my kids wouldn't be able to participate in the ACE program, because I don't get off in time to pick them up. And without this program, they would go home to an empty house."

To avoid the transportation obstacles that many rural afterschool programs face, AISD and DLSISD students participating in the ACE program will have the option of being transported home from the centers via the districts' Transportation Departments. According to the National Highway Traffic Safety Administration, the school bus is the safest vehicle on the road - a child is much safer taking a bus to and from school than traveling by car (<https://www.nhtsa.gov/road-safety/school-bus-safety>). Based on prior experience and current economic conditions, we believe that the majority of the afterschool students in the ACE program will elect to utilize district buses for transportation. Included in the budget are funds for bus driver salaries for the return trip home during the regular school term, and both to and from school during the summer term. Also included in the budget is mileage to operate the buses which will reimburse the school districts for fuel and other transportation costs based on actual route miles driven. Nine (9) AISD buses and two (2) DLSISD buses will operate each evening and during summer programming with bus drivers serving as "traveling mentors." These mentors will make significant contributions to the overall effectiveness of our program. The AISD and DLSID transportation departments will provide excellent services to the afterschool program and work closely with center staff and administration to ensure the safety and well being of all ACE students. Drivers will be trained for the unique circumstances of the ACE program since most of the students in the program arrive home after dark during much of the regular school term. Noticing situations such as no vehicle at home when one should be there, no lights on in the house, or no one to greet the students raise red flags with our drivers and they will take special precautions when these might occur. Transportation to and from all adjunct sites during all terms will also be provided by the district's buses.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The AISD/DLSISD ACE afterschool program will actively recruit qualified volunteers, senior citizens and retired teachers as instructors for the program. After examining the district needs assessment six steps were identified to follow in developing a successful volunteer program: (1) job description (2) recruitment (3) screening (4) orientation and training (5) recognition and (6) evaluation. Criminal background history will be obtained before any volunteer works directly with students. Once recruited, volunteers will be used as mentors working closely with the character education program in afterschool. They will also work in other programs like the Junior Master Gardening program, a county extension service. Students learn from highly qualified volunteers as they share their life experiences along with modeling civic engagement to teach afterschool students the responsibilities of voting and democracy in America. ACE volunteers will serve as "homework buddies"-- storytellers and readers at the elementary levels to help improve reading skills. Qualified volunteers can enliven an afterschool program by offering new and unique perspectives to traditional topics.

Community members are often willing to volunteer their time, but we will do the legwork to find out who's available. We know that certain senior citizens will make excellent tutors, filling the need for one-on-one time with students. Local businesses might be willing to set up programs where employees can spend time volunteering with children. Local colleges and universities offer a pool of students looking for opportunities to volunteer their time. These young people, and all volunteers, can bring with them special expertise that might make it possible to help with activities based on their unique interests. We will keep in mind that some volunteers will be able to set up a regular schedule, while others will only be available for special occasions, like field trips or special parties or events. We plan to accommodate the changing schedules of our volunteers, so that the broader community is involved in our program. And when planning celebrations and special events, we will be sure to invite our volunteers and community partners. Volunteers can be experts in crafts and professions sharing their skills and experiences, and, at the same time, benefit from intergenerational contact with students. An intergenerational program can also fill a personal gap left by the decline of the extended family. It is the belief of the AISD/DLSISD ACE program that the key to effectiveness is the relationship-building and "connections" that can be cultivated particularly in the afterschool hours. The paid staff "run the program" and the volunteers provide the "magic." The ACE staff will host a volunteer recruitment campaign with training and support. Tapping into the potential that volunteers can bring to an afterschool program is one goal of our programming strategy.

Providing volunteers with short trainings (1.5 hours or less) will equip them with the necessary tools to be confident in their efforts and help to retain them. Some other volunteer opportunities we plan to implement include:

**READING BUDDIES** - Students who are behind in reading levels by third grade are more likely to dropout of school before graduating. Reading Buddies provide extra support and encouragement to students, helping them gain literacy skills, build confidence, and develop a lifelong love of learning. Reading Buddies also serve as mentors for the student, building a trusting and consistent relationship over the course of the semester.

**TUTORING** - Tutors will work with students at least once a week during afterschool. Tutors help struggling students achieve academic success through support and encouragement.

**MENTORING** - Mentors meet with students at school for a full school year. Mentors serve as role models by providing consistent support on campus throughout the school year. Mentors will be matched with students between August and November.

**ORGANIZING DRIVES** - Volunteers will work with friends, co-workers, or an organization to collect items for students in need. Examples of drives needed are: sock, underwear, belt drive; hygiene kit drive & assembly; and board game & puzzle drive; gift card drive

**SUCCESS COACHING** - Success Coaches meet with high school students individually to discuss goals and aspirations, current successes, and opportunities for improvement. Success Coaching will be scheduled 3-4 times per school year and each session will last for 3-4 hours. Success Coaches will spend 10-15 minutes with approximately 20 different students on each success coaching date.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research by the *The Finance Project* found a set of common issues that emerged for sustainability of rural out-of-school time programs that are different from those faced in urban areas. Besides the myriad challenges all such programs must overcome to secure financing and support, those in rural communities such as ours also face additional obstacles - few private partners, limited tax base, high transportation costs, staffing challenges, and limited eligibility for funding sources are just some of the challenges we face. By developing and nurturing a committed Community Advisory Committee (CAC), we will utilize this grant resource to assist in our sustainability efforts. Consisting of stakeholders from both school districts such as district-level administrators, ACE program staff, principals, teachers, parents, and students, in addition to community partners such as local business and community leaders, nonprofit representatives, and religious organizations, this task force will be formed at the inception of the grant program and will implement the following strategies for a preliminary sustainability plan. **Strategy 1: Create a Diverse Funding Base** - Political and economic factors make it difficult for programs relying on one large funding source to successfully sustain themselves over long periods; a diverse funding base will better enable us to continue to operate in the face of changing conditions. Instead, we will weave together a wide range of resources to support our mission. In this multistep process, we will identify different federal, state, and local funding sources that could support elements of our program; understand how funding sources are distributed; determine who in the state or community decides how funds are allocated; and implement a plan to access the funds. State and local officials will also play a role by making information on available resources easily accessible so our program leaders can make informed decisions. We will also look at new ways to create revenue such as fundraising, a partial fee-based program, and take advantage of in-kind support. Despite limited funds, businesses and organizations in rural communities are often able to make valuable contributions to out-of-school time programs in the form of meals, space, staff, or supplies. In-kind support provided by our participating campuses will also be evaluated. We will be strategic when analyzing funding opportunities, and make use of our key advocates, natural allies, and existing relationships to secure smaller amounts of funding to weave together a plan of action. **Strategy 2: Build Partnerships** - Playing role in financing and sustaining out-of-school time programs in rural communities, partnerships will provide both financial and in-kind resources to support daily operations and also increase program visibility, foster greater collaboration, make better use of existing resources, and develop public will for out-of-school time programming. Moreover, they will help our program qualify for a wider range of grants, because many federal and state grant programs now look for partnerships between organizations with similar missions as a criterion for award. Members of our CAC will cast a wide net to identify and secure partners. Prospective partners may come from the education community, business sector, philanthropies, parks and recreation services, law enforcement agencies, faith-based organizations, and others within the community, and may be more receptive when the request for support is targeted or when they are approached by a current partner. Our program leaders will "do their homework" and think strategically about the best way to engage new partners. **Strategy 3: Tap Existing Networks** - National, state, and regional networks will provide program support or infrastructure for state and local leaders wanting to build or expand out-of-school time programming in rural communities. Networks such as state extension offices, boys and girls clubs, or YMCAs may partner to provide programming in areas such as ours without services. Alternatively, they may provide support to existing programs that may include staff, supplies, curriculum, facilities, staff training, and programming resources. Working with existing networks will also help our program leaders overcome some elements of isolation we will experience working in our rural communities. We will share information and learn from our peers despite our remote location. As with many small, rural communities across the nation, the tie that binds our communities together is our schools. Our families and businesses have a genuine desire for our children to succeed academically and socially, and for them to thrive and grow in our community as future contributing adults. Involving our communities using strategies that have been researched and proven will help us to build sustainable support for the program. Components of the program that are more needed than others will be most important for an enduring program. Building partnerships, leveraging our current partners, and advocating to broker new relationships will help us to strategically plan for sustainability. Making good use of grant resources such as the CAC and by developing a logic model with a timeline, we will determine the resources required to support our stated service model. Using the CAC, we will begin the sustainability planning process at the outset of our grant, and will have the opportunity to cultivate diverse resources that will continue to support our program at the conclusion of the grant and into the future.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human resources, organizational, and facilities. Title I schoolwide program campuses are expected to use the flexibility available to them to coordinate and integrate services and programs with the aim of upgrading the entire educational program and helping all students reach higher levels of achievement. In our model of program management, the project director will serve all AISD and DLSISD community learning centers and will be accountable to each district's Director of Instruction and Curriculum. Both districts are quite small, and the Director of Instruction and Curriculum oversees all state and federal instructional programs such as Title I and Title II, Career and Technical Education, State Compensatory Education, Special Education, Homeless Programs, Head Start, Violence Prevention Programs, Adult Education, Job Training, and Family Literacy. Resources and services that have common requirements will be documented in the CIPs allowing for seamless collaboration and coordination between the ACE program and other programs within the two districts with similar goals. Many of our existing staff on these schoolwide Title I campuses, such as interventionists, Rtl and ESL specialists, classroom teachers, and educational assistants are funded through federal and state sources such as Title I, Title II, and State Comp. These same staff members will serve and collaborate with ACE staff for the purpose of strategic recruitments and assessment of students, as well as serving as instructors within the ACE program. In addition, each year both AISD and DLSISD purchase, with a combination of local, state and federal funds, the student data disaggregation tool by DMAC Solutions. This web-based tool will supply all campuses, including ACE centers, with state-of-the-art applications and services needed to improve the quality of education provided to all students. ACE Site Coordinators and instructors will be trained to use DMAC, and along with the regular school-day staff, will perform data disaggregation, and generate, administer and report on TEKS-based local assessments, monitor student achievement and progress, and create curriculum maps. In data-driven districts, all personnel work side by side with administrators, teachers, principals and parents to ensure all children achieve. Everyone strives toward common goals. Data also provide the substance for meaningful, ongoing dialogue within the educational community (**AASA, Using Data to Improve Schools, What's Working**).

Research shows that for every ten children who receive a free or reduced-price lunch at school, only one has access to a meal or snack after school. In a national survey of low-income parents, 59 percent reported that tight household budgets made it difficult to provide food for their kids after school, and a quarter worried that their children did not have enough to eat between lunch and breakfast the following day (**No Kid Hungry, Center for Best Practices, 2016**). Our ACE program will utilize the USDA's Child and Adult Care Food Program (CACFP) to provide free, nutritionally balanced afterschool meals and/or snacks to all participants each full day of programming. The Nutrition Services Department at each district will prepare and serve all meals and snacks as an integral part of the ACE program and be responsible for CACFP reimbursement claims. The goal of the CACFP is to improve and maintain the health and nutritional status of children, promote development of good eating habits, and integrate nutritious food service with organized child care services. ACE staff will coordinate with Nutrition Services at each participating campus to ensure that all students are provided a meal and/or snack on a daily basis and that proper records are maintained. This provides fuel for the long hours of afterschool activities that keep children and teens active and learning, and it is especially crucial to our children who may not have access to nutritious food in the evenings. Local and in-kind funding will provide crucial services to the ACE program. Facilities and utilities will be provided by our schools at no cost to the ACE program. Local funding will also provide professional development of all instructional staff, including those serving in the ACE program, in the core subject areas of math, science, reading, and social studies. Technology and related support services used in instruction will also be provided by coordinated funding, such as 1-to-1 laptops and/or tablets in all grade levels served, wireless infrastructures, and instructional technology specialists who assist teachers in technology applications in the classroom. By combining funding sources, the ACE program in AISD/DLSISD will supplement and support other district efforts in a coordinated fashion to increase academic performance, college and workforce readiness, and support families of participating students. ACE funds will be used to supplement and enhance, not supplant, any existing programs and activities.

**Schedule #17—Responses to TEA Program Requirements****For TEA Use Only**

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County-district number or vendor ID: 034901		Amendment # (for amendments only):	
<b>TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.</b>			
<b>C e n t e r 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	Atlanta High School 705 Rabbit Blvd. Atlanta, TX 7555		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	034901001	
	Cost per student	\$996	
	<b>“Regular” student target (to be served 45 days or more annually):</b> 85		<b>Parent/legal guardian target (in proportion with student target):</b> 40
	<b>Feeder school #1</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #2</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #3</b> Campus name 9-digit campus ID number Estimated transportation time		
<b>C e n t e r 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	Atlanta Middle School 600 High School Lane Atlanta, TX 75551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	034901042	
	Cost per student	\$991	
	<b>“Regular” student target (to be served 45 days or more annually):</b> 114		<b>Parent/legal guardian target (in proportion with student target):</b> 50
	<b>Feeder school #1</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #2</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #3</b> Campus name 9-digit campus ID number Estimated transportation time		
<b>C e n t e r 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
	Atlanta Elementary School 900 ABC Lane Atlanta, TX 75551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	034901106	
	Cost per student	\$996	
	<b>“Regular” student target (to be served 45 days or more annually):</b> 134		<b>Parent/legal guardian target (in proportion with student target):</b> 60
	<b>Feeder school #1</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #2</b> Campus name 9-digit campus ID number Estimated transportation time		
	<b>Feeder school #3</b> Campus name 9-digit campus ID number Estimated transportation time		

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Levels to be served (check all that apply):	
	Atlanta Primary School 500 Rabbit Blvd. Atlanta, TX 75551		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	034901107				
	Cost per student	\$994				
	"Regular" student target (to be served 45 days or more annually):	98	Parent/legal guardian target (in proportion with student target):		45	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Levels to be served (check all that apply):	
	Daingerfield Junior High School 200 Texas St. Daingerfield, TX 75638		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	172902041				
	Cost per student	\$993				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Levels to be served (check all that apply):	
	South Elementary School 1301 Linda Dr. Daingerfield, TX 75638		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-17 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	172902101				
	Cost per student	\$997				
	"Regular" student target (to be served 45 days or more annually):	62	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

<b>C e n t e r 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Students to be served (check all that apply):</b>		
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

<b>C e n t e r 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Students to be served (check all that apply):</b>		
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

<b>C e n t e r 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Students to be served (check all that apply):</b>		
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901		Amendment # (for amendments only):		
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
	9-digit campus ID number			
Estimated transportation time				

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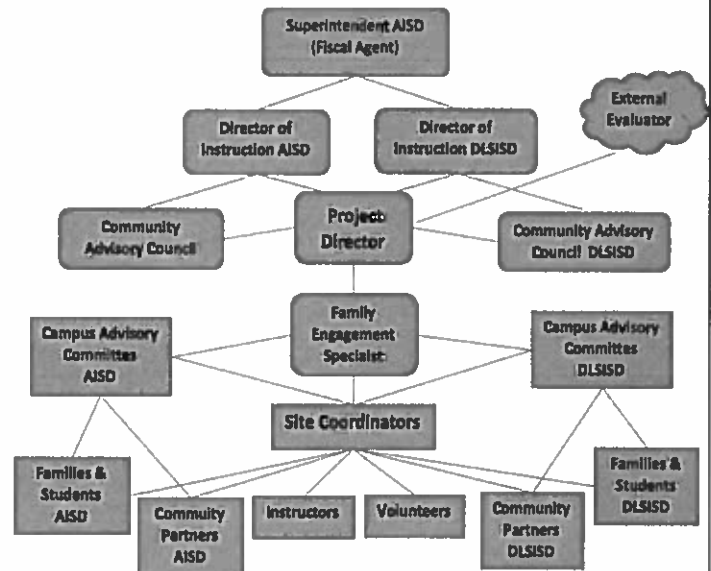
**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Proposed management** of the program begins with the leadership teams of both districts, which have track records of success with ACE programs. Both superintendents and school boards are proven advocates for afterschool. As fiscal agent, the AISD Superintendent will serve as overall leader of the entire program. Leadership will be provided by the Directors of Instruction of each district, who will also serve as Grant Managers and be direct supervisors of the Project Manager. Each district will have a Community Advisory Committee and a single, contracted external evaluator will serve all centers. Based on previous experience and best practices, we will employ a Site Coordinator for each center. Under the supervision of the Project Manager, the SCs will be selectively hired and meticulously trained. Each center will establish a Campus Advisory Committee, composed of the SC, campus principal, school-day teachers and afterschool staff, parents, and participating students. The ACE organizational chart is shown here:



**Center operations** will include a minimum of 35 weeks per year across all terms, including summer, for a minimum of five days per week for the fall and spring terms, and a minimum of 15 hours per week. During the summer term, the ACE program will operate a minimum of six weeks and four hours per day, four days per week. Best practices will include weekly meetings of the PD, FES, and all SCs, and at each center SCs will meet briefly each day with front line ACE staff prior to the beginning of the program. These daily meetings will occur during meal time. Each student will be provided a free, nutritious supper each day under the USDA afterschool meal program and served by each district's Nutrition Department staff. Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D. No fees will be charged to participants or family members. Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour of operations. **Program objective and student service targets** will be met by activities that are intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only). Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students. All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE program. In addition, we will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events. **Maintaining a transparent and appropriate budget plan** includes equipping each center with the staffing, supplies and materials, and other budget items needed to ensure a successful program, along with access to their budget status on an ongoing basis. Regular and frequent budget meetings will be held between the AISD Assistant Superintendent for Finance, who will oversee the budget, and the Project Director. The PD will regularly discuss budget with the SCs and they will be kept informed of all matters relating to their center budgets. Monthly expenditure reports will be entered into TEA's WEB ER system and will ensure that grant funds are drawn down on a regular basis.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In conducting our comprehensive program evaluation, we will examine multiple data sources. This table shows a number of data sources that will be relevant to evaluating our ACE program and the outcomes/outputs associated:

Outcomes/Outputs	Data Source(s)
Student achievement	Grades, test scores, teacher reports
Student behavior	Attendance and behavior data, surveys
Perceptions of benefits, enjoyment/quality of programs & support activities, including link with regular school day	Student, parent, staff, teacher surveys and focus groups; adult participant surveys
Perceptions of program quality in core academic areas and satisfaction with enrichment	Student, parent, staff, and teacher surveys and focus groups
Satisfaction with services directed specifically at them	Parent surveys and focus groups; adult surveys
Success of partnerships, building of relationships	Staff surveys and focus groups; partnership surveys
Effective communication among stakeholders	Stakeholder surveys and focus groups
Operational support for program effectiveness	Staff surveys and focus groups; partnership surveys

The AISD/DLSISD ACE program will conduct local evaluations at the **center level**. Local evaluation will be a collaborative process between center staff, partners, and independent evaluators. We will utilize a **local evaluation team**, which will include key center staff, community partners, the independent evaluator, as well as other key stakeholders. It also will be crucial that front line staff are included, because they are the direct line to the point-of-service, providing for more valid assessment results and a greater likelihood of successful implementation of the action plans and program improvement. Giving staff ownership over this process builds buy-in and creates champions to garner support from the rest of the staff. A leader will be designated to be the facilitator of this process, and will also serve as a liaison for training and submission of all initiative activities. We will implement the **Weikart Center's Youth and School-Age Program Quality Assessment Tools** in order to ensure high-quality programming. These tools are validated instruments designed to measure the quality of afterschool programs and identify staff training needs. The Youth and School-Age PQA are evidence-based assessment tools. Evidence will be gathered through observation and interview. Notes, observations, and interview data will be used as evidence to score items, which will be combined to create an overall program quality profile. The three stages of ongoing evaluation and continuous improvement will be defined as: **Development, Assessment, and Review**. Development will focus on creating a center-level logic model, along with a plan to conduct process and outcome evaluation. The Assessment stage will involve analyzing data collected during the process and outcome evaluation plans. During the Review stage, we will provide analysis and reporting of all processes and outcome evaluation data collected. This review will include identifying key findings, areas for improvement, and promising aspects of the program to sustain. This stage is best characterized as an opportunity to reflect on program successes and challenges, while creating specific plans for improved programs and operations. Sustainability is informed through continued focus on improvement of implementation, while documenting promising aspects of the program. Each center will develop an **action plan** to identify key improvement areas determined from evaluation activities and will detail the approach to addressing them. Components of our action plans will include: rationale for improvement, specific strategies, action steps, persons responsible for tasks, benchmarks to monitor progress, and an estimated target completion date. As a best practice, improvement strategies will be framed with SMART criteria.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	X
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901	Amendment number (for amendments only):
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**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	X
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901 | Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 034901		Amendment number (for amendments only):		
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.   |
| <input type="checkbox"/> | The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.   |
| <input type="checkbox"/> | The applicant assures that the total grant award requested on <b>Schedule #6–Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant. |

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